

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Private School

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Ms. Mary Therrell

Official School Name: St. Ann Catholic School

School Mailing Address: 980 North Frederick Street
Arlington, VA 22205-2552

County: Arlington State School Code Number: N/A

Telephone: (703) 525-7599 E-mail: mtherrell@stann.org
Fax: (703) 525-2687 Web URL: www.stann.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Sister Bernadette McManigal Sr. Superintendent e-mail:
b.mcmanigal@arlingtondiocese.org

District Name: Diocese of Arlington, Virginia District Phone: (703) 841-2519

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: N/A

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

Questions 1 and 2 are for Public Schools only.

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area

4. Number of years the principal has been in her/his position at this school: 2

5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	21	22	43		6	5	5	10
K	8	11	19		7	7	9	16
1	4	9	13		8	10	12	22
2	12	5	17		9	0	0	0
3	7	9	16		10	0	0	0
4	6	14	20		11	0	0	0
5	6	6	12		12	0	0	0
Total in Applying School:								188

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
4 % Asian
4 % Black or African American
10 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
72 % White
8 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 3%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2009 until the end of the school year.	4
(2)	Number of students who transferred from the school after October 1, 2009 until the end of the school year.	1
(3)	Total of all transferred students [sum of rows (1) and (2)].	5
(4)	Total number of students in the school as of October 1, 2009	188
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 0

Number of languages represented, not including English: 0

Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 0%
 Total number of students who qualify: 0

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 6%
 Total number of students served: 12

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>1</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>12</u>	<u>1</u>
Special resource teachers/specialists	<u>2</u>	<u>5</u>
Paraprofessionals	<u>2</u>	<u>1</u>
Support staff	<u>2</u>	<u>1</u>
Total number	<u>19</u>	<u>8</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 16:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	97%	96%	97%	97%	97%
Daily teacher attendance	99%	98%	98%	96%	98%
Teacher turnover rate	15%	22%	26%	22%	27%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

Over the past five years, the teacher turnover rate has exceeded 12%. There are a number of reasons which account for the percentages indicated. Northern Virginia is a transient area due to the number of people whose job locations are dependent upon military orders or election cycles. Other reasons teachers leave include changing careers, returning to school to earn an advanced degree and non-renewal of contract when warranted.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>0%</u>

PART III - SUMMARY

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St. Ann Catholic School in Arlington, Virginia first opened its doors to students in September of 1951. The school serves students in Pre-K through grade 8. St. Ann School is accredited by the Virginia Catholic Education Association (VCEA), whose accreditation process has been approved by the Virginia Council for Private Education Committee on Accreditation as authorized by the Virginia State Board of Education. The mission of the school states that: "We the family of St. Ann Catholic School, embrace and share the Gospel values of Jesus Christ by fostering a faith-filled community. We promote an educational environment where everyone is respected, everyone learns, and everyone is encouraged to contribute to the greater good of our world." The school offers a rigorous curriculum in all core academic areas, as well as courses in Spanish, technology, physical education, health, music, visual arts, library, and writing enrichment. Graduates of St. Ann School leave the school with a well-rounded education that allows them to be successful in high school.

St. Ann School is often referred to as a family. Like a family, various traditions have developed over the years. These include annual school activities that serve the community, for example Fannie Mae Walk for the Homeless, food and clothing collections and Lenten sandwich making. Students celebrate holidays and holy days with an annual All Saints Day program, Christmas pageant and living Nativity, praying of the Rosary in the Rosary Garden and Living Stations of the Cross. St. Ann School promotes individual talents through classroom plays, such as the annual African folk tale plays, the Art Show and the Variety Show. The sense of community is fostered with activities such as Field Day, a school picnic and graduation activities that include a "Passing-On" ceremony, a transition of leadership from the graduating class to the rising 8th grade. Students gain a sense of security and belonging as they participate in these traditional events.

Programs are in place that mirror the family atmosphere, such as class buddies and "Households," which allow different age groups to participate together in activities throughout the year. The relationships that develop between older and younger students provide a strong sense of community within the school. The small size of the school presents unique opportunities for everyone to know each other and develop relationships that last beyond their years at St. Ann School. Many students attend St. Ann School from preschool through grade 8. A number of parents are alumni of the school. Most students and families are active members of St. Ann Parish. The school strives to meet the needs of the community it serves. St. Ann School expanded its preschool program based on community need. Bus service is available to Bolling Air Force Base residents. The Extended Day program is available before and after school for working families who need this service.

The evidence of the school's mission statement resonates in the school's achievements and recognitions in both academic and extracurricular activities. St. Ann School students participate in diocesan wide competitions and consistently achieve prize winning status in the Diocesan Science Fair, Spelling Bee, Geography Bee, Battle of the Books, Shakespeare Festival, and Diocesan Band Festival. Individual students participate in local and nationwide contests, such as the Catholic Daughters Literary Arts Contest, various science and technology contests, Splendid Publisher's Yearbook Cover Contest, and the Arlington County Fair Art competition. Students and parents are involved in track, tennis and basketball at all levels of competition within the Catholic Youth Organization (CYO). In addition to the many championship awards, St. Ann School teams are recognized by the CYO for their excellent sportsmanship. St. Ann School emphasizes the importance of developing and using one's gifts and talents individually and as a member of a team that represents the school.

St. Ann School is worthy of achieving Blue Ribbon status. St. Ann School enables children to form a strong foundation for future success; it provides a safe, supportive atmosphere for students to develop their sense of self and practice the principles of compassion, sacrifice and gratitude. St. Ann School challenges students to identify their academic strengths and to continually grow in virtue.

1. Assessment Results:

St. Ann School administers the TerraNova Achievement Test (second edition, published by CTB/McGraw-Hill), to students in grades 2 through 7 in the spring of each year. The TerraNova Achievement Test is a nationally normed test that assesses student progress in various subject areas including math, reading, language arts, science, and social studies. The test provides both norm-reference and criterion-reference scores. The norm-reference scores compare student performance using nationally represented norms. The criterion-reference scores measure how well a student has learned a specific set of skills. The scores help the faculty examine and analyze students' strengths and weaknesses and prioritize skills that need reinforcement. The TerraNova Achievement Test assesses critically important skills that are needed in today's educational environment.

According to the data, as stated in Part VII of this report, St. Ann School exceeds the National Percentiles of the Mean NCE (Normal Curve Equivalent) in grade levels 3 through 7 for both reading and math, for the school year 2009-2010. The U.S. Department of Education cut-off scores for reading range from 71 to 73. St. Ann School easily exceeds these criteria with scores ranging from 74 to 88 percentage points. In math, the cut-off scores for grades 3 through 7 range from 70 to 71, with St. Ann School scoring between 75 and 85 percentage points.

The TerraNova Achievement Test results, from the school years 2005 through 2009, significantly exceed the 85th percentile in all grade levels for reading. In all years tested, grades 5 and 7 consistently scored 10 points or more above the NP of the Mean NCE. In the year 2006, both grade 3 and grade 6 scored 90 percentage points. Over this five year period, the test results attest to how successful the reading program is at St. Ann School.

The TerraNova Achievement Test results in math, for the school years 2005 through 2009, exceed the United States Department of Education cut-off scores by three to eighteen percentage points. Math results fell below the cut-off scores by one to three points in only two instances during the entire five year period. During the school year 2005-2006, math scores dropped in grade 4 and grade 7. After interpreting these results, the administration took necessary steps to address and resolve this issue. The following year, the test results showed a remarkable increase of fourteen percentage points and above. Both classes now maintain a strong and rigorous instructional program in math.

St. Ann School administers the TerraNova to all students, including those with learning disabilities and special needs. The National Percentile of the Mean NCE, as reported in the data tables of Part VII, reflects the scores of all students in the grades tested.

St. Ann School students consistently score at or above the Diocesan class average composite scores for reading and math. This history of outstanding scores attests to the high standards that St. Ann School sets for students. Excellent test scores are a major factor in the high rate of acceptance of St. Ann School students to the many competitive high schools in the Washington, D.C. area. The majority of St. Ann students go on to attend college preparatory high schools such as Gonzaga College High School, Georgetown Visitation, St. John's College High School, Bishop Denis J. O'Connell High School, Bishop Ireton High School, and Thomas Jefferson High School for Science and Technology.

As evident from the TerraNova Achievement Test results, St. Ann School easily meets the criteria set forth by the United States Department of Education. This is a strong testament to the dedicated teachers, who provide a solid academic foundation and motivate the students to reach high levels of academic achievement.

2. Using Assessment Results:

The St. Ann School testing coordinator organizes the TerraNova testing process. The classroom teachers, along with support faculty, administer the achievement test to all students regardless of individual disabilities and educational needs. Students with special needs are accommodated in accordance with *The Individual with the Disabilities Education Act*. St. Ann School uses the assessment data to understand and improve student and school performance.

Prior to the start of the school year, teachers meet to discuss the TerraNova results using the Catholic Diocese of Arlington “Hand-Off” process. The “Hand-Off” process identifies students whose scores show partial or non-mastery of skills in each tested area. Teachers from current and prior grade levels discuss scores and develop strategies to meet the needs of individual students, as well as the class as a whole. Each grade level teacher reflects on the class results and plans instruction for areas of weakness that the data reveals.

TerraNova Assessment results are also used to identify school-wide skill areas that need extra support. Teachers concentrate on these skill areas throughout the school year when developing lesson plans. Periodic evaluation of these skill areas is addressed and reassessed as needed.

St. Ann School, as part of the Diocese of Arlington, is in the second year of a five year plan to implement curriculum mapping. This process ensures that all concepts being assessed by the TerraNova are taught at the most optimal time to benefit student learning. These strategies, in alignment with the Diocese of Arlington curriculum standards, allow for vertical as well as horizontal scaffolding, which supports consistent teaching techniques. Curriculum mapping documents the relationship between every component of the curriculum and helps the teacher to analyze, communicate, and plan.

In addition, St. Ann School administers the Phonological Awareness Literacy Screening (PALS) to all students in grades Pre-K through grade 1. This assessment, created by the University of Virginia, predicts the future reading success of students and helps to identify those students who may have reading difficulties and delays. From the PALS screening, teachers are able to implement early intervention strategies and monitor on-going progress to ensure that the student’s specific needs are being met.

3. Communicating Assessment Results:

St. Ann School understands that academic achievement and personal growth require trial, error, and reflection. The administration and faculty acknowledge that meaningful learning occurs when parents, teachers, and students work collaboratively. Many methods of communication are utilized to inform parents and the school community about student performance and achievements.

Parent-teacher conferences are mandatory for all parents at the end of the first quarter. Middle school students participate in the conference by presenting their strengths and weaknesses, along with an action plan for improvement. Teachers are available to parents throughout the school year to keep the lines of communication open in the best interest of each student.

Report cards and progress reports are the formal means of presenting to parents the assessment of the student’s academic performance and personal development. Students receive ribbons for achieving first and second honors each quarter. The faculty informs parents of student performance through the use of Friday take home folders, e-mails, personal notes, phone calls, and weekly school newsletters. Some teachers send home a class newsletter stating weekly goals, in order to help parents know what is being taught. This gives parents the opportunity to engage and enhance the subject matter at home.

St. Ann School utilizes the Home Report developed by the TerraNova testing service to communicate to parents the results of individual student performance. The testing service provides teachers with the tools

to analyze the data and assess the results. Parents are encouraged to meet with teachers to interpret the scores and, if necessary, discuss opportunities for intervention and extra practice.

Teachers in Pre-K through grade 1 meet and discuss with parents the purpose of the Phonological Awareness Literacy Screening (PALS), along with the fall assessment results. An individualized plan is implemented and communicated to the parents if students do not achieve the benchmark set by the state of Virginia.

4. Sharing Lessons Learned:

St. Ann School has been instrumental in sharing successful strategies with other schools in the Diocese of Arlington and the state of Virginia, as well as schools throughout the nation. Each year, the Diocese of Arlington's Office of Catholic Schools offers teachers and administrators the opportunity to participate in the Diocesan Education Institute, a day of professional development. The Institute invites nationally renowned guest speakers to address the attendees on current educational topics. Teachers participate in grade level break-out sessions, which focus on academics and spirituality, and provide the opportunity to share individual best practices with other educators. St. Ann School teachers have presented and facilitated sessions to share their educational experiences and successful strategies in specialized content areas with colleagues throughout the diocese.

St. Ann School teachers attend Arlington Academy, a diocesan professional development program, which provides current educational techniques and strategies. Participants facilitate workshops based on the knowledge gained about successful teaching strategies, differentiated instruction, formative and summative assessments, and curriculum mapping. Curriculum mapping provides teachers the opportunity to share successful teaching practices, activities and resources on a local level, with the goal of reaching state and national audiences.

St. Ann School teachers are part of diocesan curriculum and textbook review teams. Curriculum is reviewed in conjunction with team members from other schools to ensure that high standards for students are being maintained. In recent years, successful strategies were discussed and recommendations made to the Office of Catholic Schools to revise the diocesan curriculum in the areas of language arts and math. In the course of textbook evaluations, teaching strategies are discussed to compare textbooks and align selections with the diocesan curriculum.

Professional instructional seminars, workshops and conferences afford teachers the opportunity to learn and collaborate with professional educators on various topics, such as special needs in the classroom, writing traits, effective classroom management, meaningful math, and foundation blocks for early learning. Teachers are encouraged to attend these seminars and funding is made available.

St. Ann School has recently adopted LabLearner, a hands-on learning approach to teaching science, in grades Pre-K through 8. Being part of LabLearner allows the opportunity to connect with other schools throughout the United States to discuss strategies and instructional techniques to best implement the scientific objectives of the program.

1. Curriculum:

Working within the school philosophy, the faculty of St. Ann School meets the curriculum guidelines of the Diocese of Arlington while helping students embrace a love of learning. Teachers use a multi-faceted approach for content instruction and a variety of assessment formats to measure acquisition of skills. At St. Ann School, emphasis is placed not only on academic growth, but also spiritual, emotional and social development.

Religion is a core subject taught at St. Ann School. Teachers strive to make faith concrete and real to students by serving as living witnesses and sharing personal experiences. Students are provided a foundation in the ritual and tradition of faith through a thoughtful variety of teaching methods. Prayer, writing, art, music, discussion, reading, and role playing are used to help students understand the content of faith and how that faith extends throughout life. All students participate in weekly Mass, and middle school students serve as lectors.

Literacy instruction at St. Ann School is based on the four building blocks of language: reading, writing, speaking and listening. Literacy instruction is focused so that students can apply their abilities across all curriculum areas. Teachers encourage developmentally appropriate progress at each grade level. In grades K through 3 teachers use a multi-sensory approach to reach all levels of learners to create a solid foundation of literacy skills. The reading program fosters fluency, comprehension and expression as students begin formal study of the elements of literature. In upper grades, students apply these foundational skills to reading a variety of genres. Progress is monitored both formally and informally to ensure that all students are meeting or exceeding standards.

In language arts, formal and functional writing and oral expression skills are taught daily, both in context and through formal instruction and practice. Spelling is incorporated within phonics, reading, and vocabulary. A language arts resource teacher works in grades 3 through 8 to enrich students' writing with challenging cross-curricular projects designed to improve writing skills and stimulate higher order thinking.

A wide variety of teaching strategies are utilized in the math curriculum to understand and apply quantitative skills and solve real-life problems. Critical thinking, reasoning and problem-solving skills are taught with developmentally appropriate lessons. Teachers use math manipulatives, ActivBoard activities and other technology resources to convey instruction. Teachers help students determine strategies for solving word problems and provide cooperative learning activities in order to help them move from concrete to abstract math concepts.

In social studies, teachers integrate challenging discussion with enjoyable activities that make the study of the world and its history relevant. Students study texts, complete map work, create projects based on historical figures and events, and visit historical sites. Teachers link faith and history whenever possible and try to develop empathy for people around the world.

Science instruction is taught from Pre-K through grade 8 using LabLearner, an innovative, hands-on approach to learning science. A state of the art, fully-equipped laboratory enables students to investigate concepts through experiments and inquiry to better prepare for science achievement in the real world.

St. Ann School is in compliance with the Blue Ribbon program's foreign language requirements. The foreign language program at St. Ann School incorporates Spanish as a required part of the curriculum for grades K through 8. All students in grades 7 and 8 are taught Spanish four times a week in 45 minute blocks for a total of 180 minutes. This enhances their ability to speak, read, and write the language.

Students in grade 8 are given a test in which their score may exempt them from Spanish I as a freshman in high school. Spanish instruction in grades K through 6 focuses on vocabulary, pronunciation, and basic grammar concepts.

The technology curriculum in grades Pre-K through 8 covers all aspects of computer science, from components of the computer and keyboarding to data analysis with spreadsheets. Students combine multimedia with the integration of applications to create stimulating cross-curricular projects. Middle school students learn to develop websites using HTML.

Visual arts lessons are designed to provide opportunities for use of various mediums. Students learn about different artists and emulate their techniques. Projects introduce and reinforce problem-solving skills, promote critical thinking and create challenges. Performing arts are integrated into the curriculum at every grade level. Productions include musical performances, dramatic productions, band concerts, screenplays and movies.

Physical education lessons are designed to instruct students in the fundamentals of sports and promote sportsmanship and life-long fitness. The importance of engaging in daily physical activities is stressed. Proper nutrition and healthy eating habits are included in physical education, health and science instruction. Students participate in the Presidential Physical Fitness Test each year. In health classes, students use *Current Health* magazine to better understand health and nutrition topics and transfer that knowledge to everyday practices.

2. Reading/English:

St. Ann School uses three different approaches to reading to meet the needs of different grade levels. SRA's *Open Court* reading program is used for grades K through 3. The *Open Court* series is a well-rounded, phonetically-based program which focuses on developing visual and auditory discrimination, rhyming, segmentation, blending, oral fluency and reading comprehension. A new reading textbook, Macmillan/McGraw-Hill's *Treasures* series, is utilized in grades 4 through 6. This series presents more challenging, authentic literature. It is a theme-based program with a focus on building comprehension skills, strengthening vocabulary, and improving writing skills. Teacher support materials are extensive and help develop reading strategies and critical thinking skills. Grades 7 and 8 use Houghton Mifflin's *The Literature Experience* reading series and a wide variety of other reading materials. This integrated reading program helps students develop a better understanding of literary themes and read more critically while identifying various literary techniques and applying them to concepts within the classroom.

In the primary grades phonics is taught daily. Once word decoding is mastered, teachers use many strategies to help students develop comprehension skills and fluency in reading. Textbook stories are read silently and aloud by the instructor, as well as by students in small guided reading groups, "buddy reading," and whole class formats. Students respond orally and in writing journals to topics related to their reading. Students summarize reading material, find author's purpose, predict outcomes, sequence events and develop other reading skills, such as comparing and contrasting story elements. Teachers note problematic trends uncovered during oral reading and design lessons to address these concerns.

Students performing below grade level work in small group settings with the instructor or St. Ann School's resource teacher to improve reading skills. Frequent fluency and comprehension tests allow teachers to track these students' progress. Teachers provide additional reading and comprehension material to parents of underperforming students. "Buddy reading," in which lower performers are paired with stronger readers, is also helpful in improving reading. Students who need additional support in comprehension also participate in a "reading club" and are assigned nightly reading assessments that are reviewed with the teacher the following day.

3. Mathematics:

St. Ann School follows the mathematics curriculum of the Arlington Diocese. All mathematics teachers are required to follow the essential math curriculum map provided by the diocese. This map determines the sequence and organization of the math program. Each quarter, math concepts and skills are taught from the objectives under the unit titles: Number Sense, Computation and Estimation, Measurement, Patterns, Functions and Algebra, Statistics and Probability, and Geometry. Data from the TerraNova standardized test scores is used to develop school-wide and grade level academic goals to improve instruction and achievement.

St. Ann School makes a concerted effort to continuously and strategically improve skills. Manipulatives and resource materials are used in all grade levels. Textbooks are used for the initial introduction to a concept or skill. Teacher-generated activities take into account individual needs. Formative and summative assessments are given on a regular basis and used to assess student mastery. Online resources and web links are accessible on ActivBoards and through the St. Ann School website. Math maintenance, skill drills, hands-on experiences, and cross-curricular math activities review concepts and provide opportunities for skill development. Homework is given daily in order to reinforce lessons, practice computation skills, and assess concepts. The LabLearner Science Program incorporates math skills and provides math lessons for any skill that is needed for an experiment. The technology teacher often utilizes math skills, especially graphing, in computer classes.

At the middle school level, a high school Algebra I course is offered for students who qualify. A part-time math instructor was hired to expand the math program in order to address the needs of students needing reinforcement. Middle school math teachers collaborate to provide creative multi-class activities and challenges. Real world use of mathematics is emphasized and problem solving is developed.

Math teachers work with the resource teacher to improve competency for students performing below grade level. Strategies are put in place to enable learning and achievement at all skill levels. A low teacher/student ratio allows for small group activities and individualized instruction. Teachers work with parents to reinforce math skills at home.

4. Additional Curriculum Area:

St. Ann School recognizes the need to prepare students for 21st century demands in the science field by providing experiences using quality laboratory equipment. St. Ann School is one of five schools in the Diocese of Arlington piloting LabLearner, an inquiry-based, hands-on science curriculum for grades Pre-K through 8. Prior to this year, the science curriculum was text based and supplemented by multimedia resources, teacher-generated activities, and occasional experiments. Now all classes have weekly scheduled science lab time for experiments, while class time is used for pre and post lab lessons.

The LabLearner program provides a detailed curriculum, scientific equipment and all materials necessary for weekly investigations in each grade level. Teacher background materials, assessments and Student Data Records for each unit are also provided. The sophisticated equipment is comparable to equipment found in a high school science lab. Development of essential skills that affect student success in academic areas are inherent in the science curriculum. Students must use critical thinking and problem-solving skills through cooperative learning experiences.

The LabLearner science program is cross-curricular, incorporating math, technology and language arts. Most lessons include the use of math computation and formulas. Tables, graphs, and other data displays are incorporated into lessons related to Excel in the computer lab. The ability of students to verbalize and write specific observations, procedures and data analysis is developed in all grades. Proper grammar, spelling, and legible handwriting are emphasized when completing the Student Data Record. Vocabulary development and reading for content are skills that are a part of every lesson.

Students in grades 5 through 8 participate in the annual St. Ann School Science Fair. Science skills and methods used in LabLearner are transferred to these individual projects. Many students are selected to represent St. Ann School at the Diocesan Science Fair where they compete against other top science students throughout the diocese.

5. Instructional Methods:

Teachers at St. Ann School understand the need to differentiate instruction. Lessons are designed to include a mixture of visual, auditory, kinesthetic and tactile experiences. Teachers recognize learning differences and address them by individualizing instruction and utilizing different teaching strategies and assessment styles to enhance student achievement. Teachers use small group or individual instruction based on the students' need for reinforcement or enrichment.

A Student Assistance Plan is developed for students who have educational testing. The plan provides accommodations to meet the goals established for those particular students. Some classroom accommodations include oral reading of instructions, highlighting key words, additional time on tasks, preferential seating, and assistance with note taking. Teachers adjust the work load for these students and allot time for individual and small group help during recess, study hall or after school. A resource teacher monitors progress of the students on Student Assistance Plans, and implements and oversees many of the accommodations.

Teachers make every effort to encourage students' expression of thoughts. Teachers stress the use of pre-writing techniques, such as graphic organizers, and permit students to dictate written responses. Typing text on the computer is encouraged, which makes editing and revising easier and helps with organization. In math classes, manipulatives are used throughout the grades to help students understand the concepts being taught. Online access provides opportunities for individuals to progress according to ability level. An after school study skills program provides students with academic tutoring and assistance with organizational skills and completing assignments.

Classroom teachers provide enrichment activities for students who are higher achievers. Open-ended projects allow students to reach their maximum potential. Enrichment activities offer students the opportunity to write, film and produce screenplays, compose song lyrics, design computer animation, and create poetry based on students' photography. Lessons and assessments utilize various levels of Bloom's Taxonomy.

6. Professional Development:

The St. Ann School community believes there is a direct correlation between professional development and student achievement. The professional development program at St. Ann School directly supports initiatives of the Office of Catholic Schools. Teachers learn about educational tools, such as curriculum mapping, differentiated instruction and formative and summative assessments, to ensure the curriculum is delivered in a meaningful way and all students successfully learn the academic standards set by the diocese.

St. Ann School teachers attend diocesan workshops and seminars that are offered to support the initiatives mentioned above. The diocese offers professional development opportunities throughout the year at the annual Diocesan Education Institute, quarterly Arlington Academy sessions and individual instructional seminars. Over the past several years, Arlington Academy sessions have focused on training teacher leaders in the areas of differentiated instruction, curriculum mapping and assessment. Teachers who have received training share what they have learned with the entire faculty.

St. Ann School builds time for professional development into the weekly schedule as well. Each Wednesday, teachers are provided time to develop curriculum maps, complete committee work, and mentor one another through professional learning communities. Teachers who demonstrate expertise in a particular area are encouraged to share their knowledge with colleagues at faculty meetings. For example,

the third grade teacher provided an in-service on improving communication with parents through weekly newsletters. Other teachers offer instruction on the innovative use of ActivBoards in the classroom. The computer teacher prepares technology training videos for teachers.

These professional development opportunities are all directed toward improving student achievement. Curriculum mapping is used to ensure students are learning all the standards in the curriculum. Differentiated instruction encourages St. Ann School teachers to recognize learning differences within the classroom and adjust lesson plans to meet the needs of all learners. Teachers at St. Ann School make a concerted effort to vary their assessments and make sure they are aligned with the curriculum.

7. School Leadership:

The leadership philosophy of St. Ann School is one of servant leadership. With Jesus Christ as our example, the administration, faculty, staff and students all strive to follow Christ's example of love and service to others. The principal receives direction and guidance from the Superintendent of Catholic Schools and works closely with the pastor of St. Ann Catholic Church to provide leadership through service to the St. Ann School community.

The principal assesses the needs of the school community and finds ways to meet those needs. As the school works to increase enrollment, the principal established an enrollment management team made up of parents and faculty members. The principal meets weekly with this team which will develop processes and practices to be used to retain current students and attract new families to St. Ann School.

Mindful of the need to provide teachers with time for continuing education, the principal provides substitutes for teachers who want to attend seminars or child study meetings. Students benefit when teachers take time to improve themselves and learn more about how best to deliver the curriculum to their students. Faculty morning prayer was established as a way of starting the day giving thanks and offering prayers for the needs of the St. Ann School community.

Teachers exemplify servant leadership when they use planning time or stay after school to help students who need extra assistance. Teachers communicate regularly with parents to make sure home and school are working as partners for the good of the students. Some teachers offer enrichment opportunities after school. For example, the technology teacher offers a robotics class for students interested in computer science.

St. Ann School students act as servant leaders through their participation in student government. These students initiate service projects to assist those in need. Recently, students held a food drive to assist the local food pantry and collected toys to send to orphans in Haiti. Older students serve as mentors for St. Ann School's "household" groups. Households are made up of students from varying grade levels that meet monthly and work on activities which promote friendship among students. For example, students in grade 8 created carnival-type games that the younger students could play at our recent All Saints Day celebration.

The members of the St. Ann School community work in cooperation with one another as servants and leaders to continually improve the school.

PART VI - PRIVATE SCHOOL ADDENDUM

11PV160

1. Private school association: Catholic

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$4800</u>	<u>\$4800</u>	<u>\$4800</u>	<u>\$4800</u>	<u>\$4800</u>	<u>\$4800</u>
K	1st	2nd	3rd	4th	5th
<u>\$4800</u>	<u>\$4800</u>	<u>\$4800</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th
<u>\$0</u>	<u>\$6255</u>				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$7217

5. What is the average financial aid per student? \$2417

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
23%

7. What percentage of the student body receives scholarship assistance, including tuition reduction?
100%

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 2

Test: TerraNova 2

Edition/Publication Year: 1997 Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	69	88	77	86	87
Number of students tested	17	23	16	24	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV160

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 2

Test: TerraNova 2

Edition/Publication Year: 1997 Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	74	87	80	82	83
Number of students tested	17	23	16	24	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV160

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: TerraNova 2

Edition/Publication Year: 1997 Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	78	89	75	82	86
Number of students tested	21	15	18	22	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV160

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: TerraNova 2

Edition/Publication Year: 1997 Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	87	82	77	86	90
Number of students tested	21	15	18	22	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: TerraNova 2

Edition/Publication Year: 1997 Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	81	77	86	85	66
Number of students tested	13	13	16	21	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: TerraNova 2

Edition/Publication Year: 1997 Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	84	85	79	79	73
Number of students tested	13	13	16	21	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: TerraNova 2

Edition/Publication Year: 1997 Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	77	88	85	76	82
Number of students tested	12	15	19	21	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV160

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: TerraNova 2

Edition/Publication Year: 1997 Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	88	90	86	81	84
Number of students tested	12	15	19	21	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: TerraNova 2

Edition/Publication Year: 1997 Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	85	78	73	77	87
Number of students tested	15	20	18	26	16
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: TerraNova 2

Edition/Publication Year: 1997 Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	86	78	73	85	90
Number of students tested	15	20	18	26	16
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV160

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: TerraNova 2

Edition/Publication Year: 1997 Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	75	80	82	83	69
Number of students tested	22	17	21	17	19
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV160

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: TerraNova 2

Edition/Publication Year: 1997 Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	88	87	91	89	88
Number of students tested	22	17	21	17	19
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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